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ABSTRACT

In the spring of 1976, 1,183 community services students were surveyed to obtain data to furnish a demographic description of the students, to serve as a basis for formulating future community services courses, and to serve as a basis for comparing yearly successes or failures of courses. Of those surveyed, 723 responded. Results of the survey showed the typical community services student to be married, female, and 34.5 years of age. While the largest single grouping of students (35%) reported completion of high school, approximately 20% had completed professional or post-graduate training. More than half reported annual household incomes of over $12,000. Over 60% of the students were taking courses to learn more about a specific subject, while 14% were taking courses to improve a specific skill. The majority had enrolled in at least one previous community services course. The respondents overwhelmingly preferred to attend classes on weekday evenings; Saturday classes were not favored. When responses to the 1976 students were compared to those of 1972 community services students, the two groups were found to differ significantly in all areas addressed by the survey other than sex, number of courses currently enrolled in, number of courses previously taken, and reasons for enrolling. The survey instrument is appended. (JDS)

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HILLSBOROUGH COMMUNITY COLLEGE

Dale Mabry Campus

Student and Course Survey

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Spring 1976

JC 770 232

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INTRODUCTION

Community Services at Hillsborough Community College seeks to provide continuing education for adults beyond the scope, traditional time limitations and subject matter normally required of college credit courses. The thrust of the non-credit Community Services Program is to make available to the adult community personal interest activities based on observed or requested needs and interests. In doing so, Community Services represent a harnessing of community and campus resources for the purpose of meeting specified educational needs of individuals and/or groups within the community.

From the inception of the program in 1969 to the present, over 200 diversified activities and course offerings have been listed. The list includes special lectures, seminars, short courses, clinics, workshops, conferences and skill training programs. Generally, these offerings cover the course categories of:

2000	Occupational
3000	Developmental and Compensatory
1.4100	Problem Areas (Health and Safety, Education, Child-Rearing, Environmental, Governmental, and Human Relations)
1.4200	Recreation and Leisure Time

For a detailed listing of specific courses, see Appendix A.

1976 Survey of Community Services Students

Purpose of the Survey . . . A survey of Community Service students was conducted during the Spring Term of 1976. The basic purpose of the survey was to obtain relevant data from students on Community Service courses at HCC to facilitate the planning of future offerings. More specifically, the intent was to collect data which will:

1) serve as a basis for formulating future Community Service offerings which will meet the needs of the students.
2) furnish a demographic description of students.
3) serve as a basis for comparing yearly successes or failures of courses.

Instrumentation . . . The Survey of Characteristics of Community Service Students (Appendix B) was the instrument used to collect the data for this study. Generally, the instrument was designed to assist in the planning of future community service offerings. The original instrument used in the 1972 survey consisted of twenty-three questions. Since that time three additional questions have been appended to solicit suggestions for specific course improvement.

The questions were devised so as to furnish information relative to: demographic data, course enrollment, publicity, students' general impressions of course purpose and execution, campus location, day and time convenience and suggestions for specific course improvements or additions.

Description of Subjects . . . In the Spring Term of 1976 a total of 1,183 students were enrolled in Community Service courses at the Dale Mabry Campus. Of this total, 723 students responded to the survey. All students did not respond to

every item. These students comprised a heterogeneous group of 247 males and 346 females (the larger group) with an average age range of from 30-39 years. According to the data in Table 1, the largest grouping of students, by age, fell into a range of from 26 to 49 years representing 58.69% of the students responding to this item.

The population was divided further into marital status (Table 1) revealing that a majority, 67.42%, were married. Based on all the information given above, it appears that the typical Community Service student was female, approximately 34½ years old and married.

TABLE 1

Summary of Students by Sex, Age and Marital Status

1) Sex			2) Age			3) Marital Status		
Item	# students	# responses	Item	# students	# responses	Item	# students	# responses
Male	247	41.65	18 or under	13	2.11	Single	125	17.71
Female	346	58.35	19-21	31	5.09	Married	476	67.42
Total	593		22-25	96	15.61	Divorced	86	12.18
			26-29	112	18.21	Widowed	19	2.69
			*30-39	136	22.11	Total	706	
*Largest concentration of students			40-49	113	18.37			
			50-60	98	15.93			
			Over 60	16	2.60			
			Total	615				

Survey Results . . . In an attempt to ascertain a more definitive profile of the Community Service student, the remaining questions of the survey were designed. Question 4 solicited information on the length of residency in Hillsborough County. The data in Table 2 denotes that a majority of 40.90% of the students have resided in the county over 15 years.

TABLE 2

Length of Residency in Hillsborough County

Number of years in Hillsborough County	Number of responses	Percent of responses
1) 1 year or under	48	7.47
2) 2 years	53	8.24
3) 3 years	46	7.15
4) 4 years	45	7.00
5) 5 years	31	4.82
6) 6-8 years	59	9.18
7) 9-12 years	48	7.47
8) 13-15 years	34	5.29
9) Over 15 years	263	40.90
10) Not a resident	16	2.49

Total number of responses = 643

In addition to determining the length of residency, a delimitation of geographic locations was also identified. By asking the students to indicate their postal zip codes, it was possible to determine the areas of the city where the largest concentration of students reside. Table 3 reveals that an almost equal number of students at the Dale Mabry Campus live in the Westshore and Temple Terrace sections. The students come to the campus from all sections of the Tampa community with another almost equal number residing in the Drew Park and Town and Country sections.

TABLE 3

Geographic Location by Postal Zip Codes

Zip Code	# response	city or township	Zip Code	# response	city or township
33601	2	Tampa	33611	35	Tampa
33602	7	"	*33612	81	"
33603	31	"	33614	51	"
33604	20	"	33615	50	"
33605	11	"	33616	13	"
33606	20	"	33617	45	"
33607	25	"	33618	32	"
33608	2	"	33619	7	"
*33609	86	"	33621	1	"
33610	13	"	33624	4	"

*Largest concentration of students

TABLE 4 (cont).

Zip Code	# response	City or Township
33511	5	Brandon
33527	1	Dover
33534	1	Gibsonton
33539	2	Land O' Lakes
33549	33	Lutz
33556	2	Odessa
33566	1	Plant City
33569	10	Riverview
33570	2	Ruskin
33584	4	Seffner
33592	6	Thonotosassa

* Largest concenctration of students
Total number of responses = 595

Generally, the data indicate that 524 of the 595 responding to this item live in the city of Tampa with a smaller population residing elsewhere in Hillsborough County. The map in Figure 1 depicts the geographic locations of postal zip codes and their proximity to the campus.

There were thirty students residing outside of Hillsborough County. Table 4 reveals that of this group, 56.66%, the largest, reside in Pinellas County. Another group, 40%, live in Pasco County.

TABLE 4

Residence Outside Hillsborough County

County	# response	% of response
Manatee	1	3.3
Pasco	17	56.66
Pinellas	12	40.00
Polk	0	0.00
Total	30	

When asked to designate the highest level of formal education completed, 62.08% of the students reported completion of two years of college and beyond.

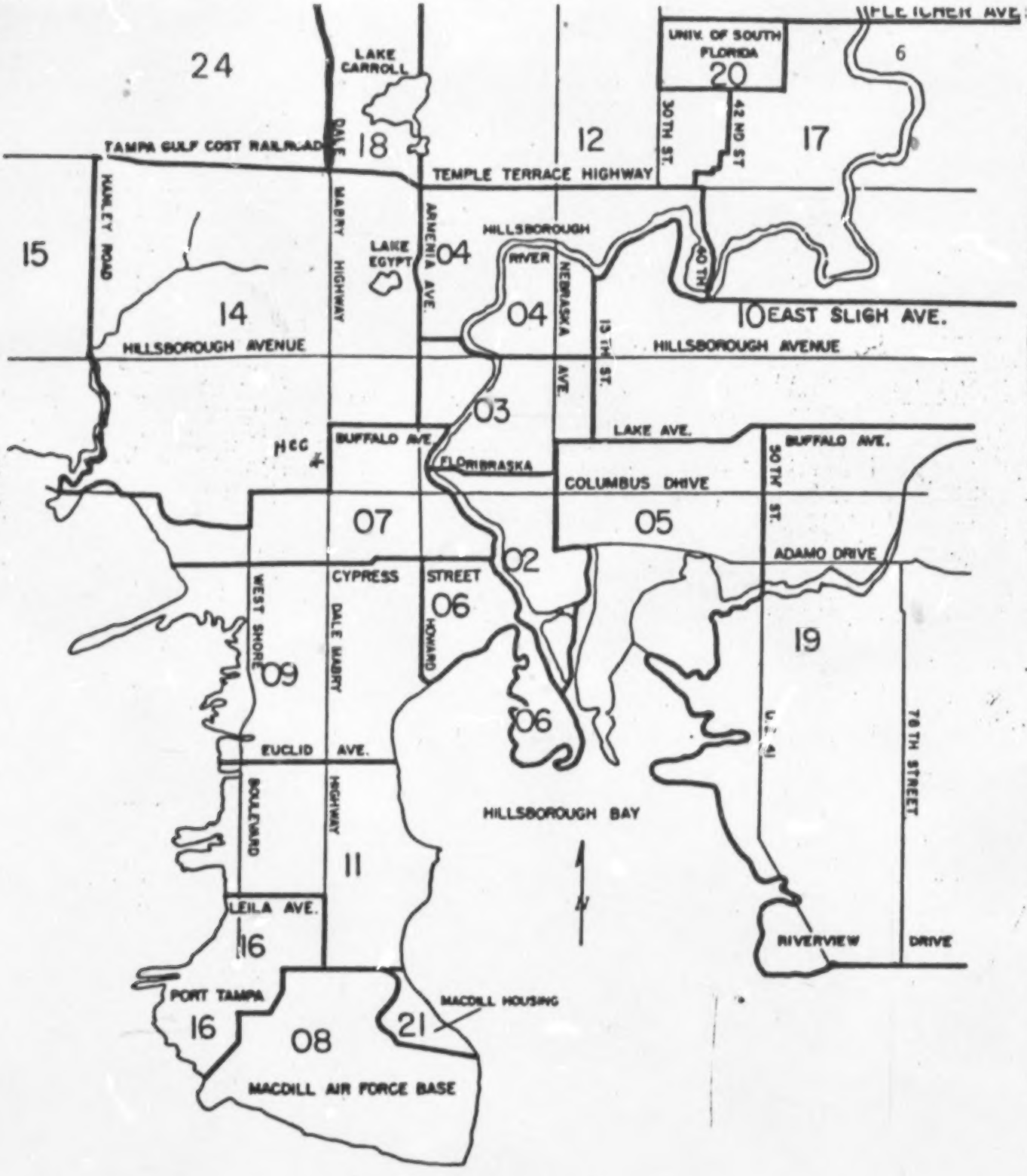

Figure 1 - Geographic Locations of postal zip codes.

The data in Table 5 reveals the extent of formal education beyond two years of college. The largest single grouping of students (35.07%) reported completion of high school.

TABLE 5

Highest Level of Formal Education

Educational Level	# response	% response
Completed eighth grade or less	3	.50
Some high school, but did not graduate	14	2.35
*Completed high school	209	35.07
Completed at least 2 years of college	152	25.50
Received a bachelor's degree	99	16.61
Completed professional training (law, medicine, etc.)	63	10.57
Did post-graduate study	56	9.40
Total	596	

*Largest concentration of students

Question eight was designed to provide some measure of the economic status of students. The data in Table 6 indicates that 53.91% of the annual household income of students was above $12,000. A small group, 5.10%, could not estimate their household incomes.

TABLE 6

Annual Household Income of Community Service Students

Annual Income	# responses	% responses
Below $3,000	13	2.37
$3,000 to 5,999	32	5.83
6,000 to 7,999	36	6.56
8,000 to 8,999	49	8.93
9,000 to 11,999	95	17.30
*12,000 to 19,999	151	27.50
*Above $20,000	145	26.41
Cannot estimate	28	5.10
Total	549	

*Largest concentration of students

Questions nine through twenty-six dealt with Community Services courses gathering information on student participation and student appraisal. The Community Service offerings span the gamat of diversity of personal interest courses. Because of this diversity, some students may enroll in more than one course in a given term. Table 7 is a report of 522 student responses. The data suggests that a small percentage, 7.09, were enrolled in at least two Community Service courses during the Spring Term of 1976.

TABLE 7

Community Service Courses Enrolled In

Number of courses	# of responses	% of responses
1	483	92.53
2	37	7.09
3	2	.38
Total	522	

Even though a majority of the students were enrolled in only one course, the data in Table 8 depicts that 7.60% of the same students had previously enrolled in Community Service courses.

TABLE 8

Students Taking Courses Prior To Spring Term 1976

Item	# response	% response
No	334	60.40
Yes	219	39.60
Total	553	

As to how many courses the students had pursued prior to Spring Term 1976, the data in Table 9 denotes that a majority of 63% had enrolled in at least one course in previous terms. This data represents only 227 of the total number of students surveyed.

TABLE 9

Number of Courses Taken Prior to Spring Term 1976

No. Courses	# responses	% responses	No. courses	# responses	% responses
1	143	63.00	4	11	4.85
2	45	19.82	5	11	4.85
3	17	7.48			

Information was also gathered on the extent to which students were enrolled in credit courses at HCC. Out of 534 responses, 17.04% were currently enrolled or had in the past enrolled in credit courses. A larger percentage, 57.74, out of 454 responses, indicated plans to pursue credit courses in the future. These data are reflected in Tables 10 and 11.

TABLE 10

Students Presently Enrolled in Credit Courses

Item	# students	% response
No	443	82.96
Yes	91	17.04
Total	534	

TABLE 11

Plans for Future Enrollment in Credit Courses

Item	# students	% response
No	210	46.26
Yes	244	57.74
Total	454	

In terms of the effectiveness of publicity, 166 students learned of course offerings via the brochure and a larger group, 200, from friends. Considered together, this data indicates that 57.64% of students receive course information from the Community Services brochure or by word of mouth from friends. A further breakdown of publicity is reflected in Table 12.

TABLE 12

Source of Information on Community Services Courses

Source	# response	% response
*Friend	200	31.50
Relative	74	11.65
Employee of HCC	30	4.72
*Brochure	166	26.14
Tampa Times	11	1.73
Tampa Tribune	60	9.45
Radio	12	1.89
TV	13	2.05
Other	69	10.87
Total	635	

*Largest concentration of students.

The reasons checked for enrolling in a Community Service course were varied. Most of the respondents, 60.66%, enrolled in courses because of a desire to learn more about a specific topic. 19.83% indicated their reason was to learn a new skill. Table 13 contains the complete results of this item.

TABLE 13

Reasons for Enrolling in Community Services Courses

Reason	# response	% response
*A desire to learn more about a specific topic	367	60.66
A need to improve a specific skill	88	14.55
A desire to learn a new skill	120	19.83
A friend wanted company going to class	2	.33
Seemed like a fun way to spend an evening	6	.99
Other	22	3.64
Total	605	

*Largest Concentration of students.

Overall the majority of the students, 63.75% were impressed with the courses taken and another 28.18% indicated enjoyment. Only a small percentage, 1.37, were somewhat disappointed in the course taken. Table 14 represents the data related to feelings about courses.

TABLE 14

Student's General Feelings About Courses

Feeling	# response	% response
*I was impressed and enjoyed it very much	371	63.75
I enjoyed it	164	28.18
It was OK	39	6.97
It was somewhat disappointing	8	1.10
It was very disappointing	0	

*Largest concentration of students

As reflected in Table 15, an overwhelming majority of 85.79% felt the instructional techniques created a pleasant atmosphere resulting in a great deal of learning. These general feelings are further reflected in Table 16 where 96.72% of 548 students reported that they would recommend the course(s) taken to others.

TABLE 15

Student's General Feelings Toward Instructional Techniques

Feeling	# response	% response
They create a pleasant atmosphere and I feel I have learned a great deal	501	85.79
I find them stimulating but don't feel I have learned a great deal	40	6.85
They are OK	37	6.34
They are not adequate for a "college" taught course	5	.86
They are terrible	1	.17
Total	584	

TABLE 16

Course Recommendations to Others

Item	# response	% response
No	18	3.29
Yes	530	96.72

Because HCC encompasses more than one physical location, and Community Service courses are offered on each campus, students were asked to identify a preference

in terms of campuses. Table 17 denotes that 77.99% of the students preferred the Dale Mabry Campus.

TABLE 17

HCC Campus Preference

Location	# response	% response
Dale Mabry Campus	443	77.99
Gordon Keller Campus	54	9.51
Ybor City Campus	33	5.81
Plant City Campus	17	2.99
Other	21	3.70
Total	568	

With little variation most of the students, 63.92%, preferred to attend classes during the early evening hours between 7:30 p.m. and 9:30 p.m. While the weekdays were all favored, Tuesday evening was outstanding. Saturday classes are not extremely well favored. However, 26.35% of the students felt that Saturdays were convenient for them if the classes were held between 9:00 a.m. and 12:00 noon. Table 18 reflects the total responses to the last group of questions.

TABLE 18

Course Day and Time Preferences

1) Time	# response	% response
5:30 - 7:30pm	63	12.09
7:30 - 9:30pm	333	63.92
6:15 - 8:15pm	85	16.31
8:15 - 10:15pm	37	7.10
Other (daytime)	3	.58
Total	521	

2) Evenings	# response	% responses
Monday	169	23.37
Tuesday	223	30.84
Wednesday	166	22.96
Thursday	165	22.82
Total	723	

3) Saturdays	# response	% responses
No +	383	73.65
Yes	137	26.35
Total	520	

TABLE 18 (cont.)

Course Day and Time Preferences

4) Time (Saturdays)	# response	% response
9:00 am - 12:00 noon	106	72.11
1:00 - 3:00 pm	10	6.80
Either one	31	21.09
Total	147	

Implications of the Survey . . . This survey provides an insight into student knowledge and assessment of Community Service offerings. The importance of this information is inherent in its use in formulating course offerings and in determining the kind of persons involved in Community Services. Basically, the results have import on the effectiveness of course offerings and will serve as a basis for yearly comparisons of these offerings.

There were certain limitations intrinsic in the study that have a direct significance on the results and implications. These limitations were:

1.) Out of the 1,183 students enrolled in Community Services courses, only 723 responded to the survey.
2.) Of the 723 resondents all did not check each item.
3.) The survey included solely those students enrolled during the Spring Term of 1976.

The findings of this survey suggest clear and decisive implications for future program and course development. These implications are:

1.) More effective use of the communications media is necessary to provide wider coverage of Community Services courses.
2.) The evening hours on weekdays remain the most convenient times for classes.
3.) Saturday classes are not favorably aspected by a majority of students.
4.) The most recurring suggestion, based on written comments, was for longer classes in terms of number of classes rather than hours per class session.

Comparison of 1972 and 1976 Student Surveys

Descriptions of Populations...The Spring Term of 1972 was selected as a basis for comparison with the Spring Term of 1976 because of the similarity in survey numbers and the interval represents a four-year span. It should be noted that the number of students not responding to individual survey questions was increasingly higher in 1976.

In Table 19, it is interesting to observe that over the four year period the students responding to the survey represented a -8.71% change in enrollment.

TABLE 19
Survey Response

Year	# student response	% change
1972	792	
1976	723	-8.71

In terms of male-female designations, female students continued to be in a majority. As reflected in Table 20, more than half of the students in Community Service courses for both years were females. Chi Square tests of significance indicate no significant differences between the total enrollments of 1972 and 1976.

TABLE 20
Community Services Students by Sex

	1976		1972		
	# students	% total	# students	% total	X^2
males	247	41.65	335	43.39	
females	346	58.34	437	56.60	*NS
no responses	130		20		

*NS indicates no difference in the responses

It can be inferred from the data in Table 21 that in the last four years the Community Services student is older or approaching the middle years. The 30-49 years category of students increased by 17.5% and the over sixty age group

increased by 100%. Conversely, the under thirty students declined in enrollment at approximately 53% since 1972. The total age range differences from 1972 to 1976 are significant at the .01 level.

TABLE 21
Community Services Students by Age

**Age	1976	1972	% change
18 or under	13	28	-53.6
19-29	239	513	-53.4
30-49	249	212	+17.45
50-60	98	29	+237.9
Over 60	16	8	+100.0

**Significant at .01 level based on X^2 tests of significance.

The Community Services student continues to be a resident of Hillsborough County for over fifteen years. There has been a -4.62% change over the last five years. This change is reflected in Table 22. The number of students enrolled in Community Services courses and not a resident of Hillsborough County has increased by 150%.

TABLE 22
Residency in Hillsborough County

	1976	1972	% change
1 year or under	48	86	-44.18
2 years	53	52	+1.92
3 years	46	41	+12.19
4 years	45	21	+112.28
5 years	31	32	-3.12
6-8 years	59	55	+7.27
9-12 years	48	55	-12.72
13-15 years	34	62	-45.16
Over 15 years	263	309	4.62
No Response	50	67	-------
Not a resident	30	12	+150.00

Within the county, the majority of the students remained a resident of metropolitan Tampa. However, the data indicates (Table 23) that there has been a -11.40% change in those residing in metropolitan Tampa. Other geographic locations within the county account for 67 or 9.66% of the student population as opposed to 14.7% five years ago.

TABLE 23

Geographic Location of Students

Location	1976	% of total	1972	% of total	% change
Metropolitan Tampa	536	77.34	605	81.5	-11.40
Elsewnere in HC	67	9.66	103	14.7	-34.95
No Response	90	12.98	34	4.6	
Totals	693		Totals 742		

The number of students who reside outside of Hillsborough County and were enrolled in Community Service courses have generally decreased. More specifically, the data in Table 24 indicate that Pinellas County participation is down -62.5%. Polk County, other Florida counties and the minimum number of out-of-state participants are nil. The only increase was from Pasco County by +54.54%, over half from 1972.

TABLE 24

Residence Other than Hillsborough County

County	1976	1972	% change	% of total
Manatee	1	1	0.0	
Pasco	17	11	54.54	
Pinellas	12	32	-62.50	
Polk		13		1.64
Other Fla.		7		.88
Out-of-state		3		.37

It can also be inferred that not only are the students older, but more are single or divorced. The number of single students represent an increase of 27.6% and the divorced an increase of 34.4%. Even though the number of married students declined, the decrease was less than half (Table 25).

TABLE 25

Marital Characteristics of Community Service Students

Marital Status	1976	1972	% of change
Single	125	98	+27.6
Married	476	602	-20.9
Divorced	86	64	+24.4
Widowed	19	26	-26.9
No Response	17	2	

The differences in the educational level of students from 1972 to 1976 are highly significant. As a group, more students completed 2 years of college plus in 1972. However, 11.21% more students received professional training or post graduate study in 1976 (Table 26).

TABLE 26

Level of Education of Community Service students

**Educational Level	1976	1972	% change
8th grade or less	3	4	-25.0
some high school, did not graduate	14	40	-65.0
completed high school	209	330	-36.7
2 years of college	152	171	-11.1
received a BS Degree	99	127	-22.04
Professional training or post graduate study	119	107	+11.21

**Significant at the .01 level

It may be noted that students were earning significantly less in 1976 as reported in annual household incomes (Table 27). The one exception was in those earning above $20,000. Since 1972, the increase was 34.4% of students responding. It is also interesting to note that fewer students could not estimate their annual household incomes in 1976.

TABLE 27

Annual Household Income

**Income	1976	1972	% change
Below $3,000	13	21	-38.09
$3,000 - 7,499	68	98	-30.61
$7,500 - 11,999	144	235	-38.72
$12,000 - 19,999	151	268	-43.65
Above $20,000	145	108	+34.25
Cannot Estimate	28	47	-40.42

** Significant at .01 level

Of those students responding to the number of courses currently enrolled in, the numbers continue to be high for one course enrollment. The data in Table 28 indicate that there is no significant difference in overall student responses to this item over the four-year period.

TABLE 28

Number of Courses Currently Enrolled

Number of courses	1976	1972	% change	X^2
1	483	706	-31.6	
2	37	46	-19.6	*NS
3	2	5	-39.7	
4	0	1		

*NS indicates no response

While the differences between student responses for courses currently enrolled in were not significant, the responses were highly significant for those having taken Community Service courses prior to Spring Term. As depicted in the table below, in 1972 68.68% had not taken courses while in 1976 46.14% had not taken courses. Conversely, those having taken courses prior to Spring term in 1972 numbered 222 or 28.03% and in 1976 numbered 219 or 30.29%.

Table 29

Students Taking Courses Prior to Spring Term

**	1976		1972		%
Response	# students	% of total	# students	% of total	change
NO	334	46.19	544	68.68	-38.6
YES	219	30.29	222	28.03	-1.4

** Significant at .01 level

An almost equal percentage of students, in both years, having previously enrolled in Community Service courses had done so only once. There is no significant difference in the responses with a 3.29% increase over the four years for one or two course enrollments and 12.5% increase for three or four previous course enrollments (Table 30).

TABLE 30

Number of Courses Taken Prior to Spring Term

# courses	1976	1972	% change	X^2
1 or 2	188	182	3.29	
3 or 4	28	32	12.5	*NS
5 or more	11	8	37.5	

*NS indicates no response

Even though fewer students were also enrolled in credit courses in 1972 and fewer were not enrolled in credit courses in 1976, the differences were highly significant. Table 31 depicts the results to this item. There was an increase of 19.73% in students taking credit courses along with the non-credit Community Service courses.

TABLE 31

Students Enrolled in Credit Courses

**Responses	1976	1972	% change
NO	443	574	-22.82
YES	91	76	+19.73

**Significant at the .01 level

Those indicating plans to pursue credit courses diminished in 1976, but the change was not exceedingly great, 6.89%. The total responses to this question were highly significant as reflected in the percentages of change (Table 32).

TABLE 32

Students Who Plan To Enroll in Credit Courses

**Response	1976	1972	% change
NO	210	312	-32.69
YES	244	262	-6.89

**Significant at .01 level

Reasons for taking Community Service courses varied with the two most popular reasons having been (1) to learn more about a specific topic and (2) to learn a new skill. There was no significant difference in the total responses (Table 33) but the greatest degree of change was a reduction in the number of students whose reason was to accompany a friend, -80%.

TABLE 33

Reasons Indicated for Enrolling in Community Service Courses

Reason	# 1976 students	% response	# 1972 students	% response	% change	X^2
To learn more about a specific topic	367	60.66	460	55.09	-20.21	
To improve a specific skill	88	14.55	108	13.64	-18.51	*NS
To learn a new skill	120	19.83	176	22.22	-31.81	
To accompany a friend	2	.33	10	1.26	-80.0	
Fun way to spend an evening	6	.99	7	.88	-14.28	
Other	22	3.64	24	3.03	-8.33	

*NS indicates no response

Students continue to have good feelings about those community service courses they've taken. For both groups, 1972 and 1976, the majority report that they were impressed and enjoyed the courses. As reflected in Table 34, the differences in

total responses were significant at the .05 level. The greatest degree of change was in the decrease in percentage (-71.42) of students who found the courses somewhat disappointing and very disappointing.

TABLE 34

General Feelings About Courses

* Feeling	1976	1972	% change
Impressed and thoroughly enjoyed it	371	469	-20.89
Enjoyed It	164	219	-25.11
It was OK	39	69	-43.47
Somewhat disappointing	8	28	-71.42
Very disappointing	0	3	-100.0

*Significant at the .05 level

As with student feelings about the courses, their feelings toward the instructional techniques were favorable. Table 35 denotes a -17.19% change in those feelings. The greatest percentage of change, -84.84, was in those students who felt the instructional techniques were not adequate for a college course. These changes are highly significant at the .01 level.

TABLE 35

General Feelings Toward the Instructional Techniques

** Feelings	1976	1972	% changes
Pleasant atmosphere and led toward much learning	501	605	-17.19
Stimulating but not much learning took place	40	62	-35.48
It is OK	37	80	-53.75
Not adequate for a "college" course	5	33	-84.84
Terrible	1	3	-66.66

**Significant at the .01 level

SUMMARY

Selected items from the Survey of Characteristics of Community Services Students were used as a basis for comparison. One of the purposes of the study was to form a basis for yearly comparison of students. The results of both the 1972 and 1976 surveys revealed that generally, the differences found were highly significant as determined by Chi Square Tests of Significance at the .01 and .05 levels. No significant differences were found in the comparison of the four items: (1) sex, (2) courses currently enrolled in, (3) number of courses taken prior to Spring Term, and (4) reasons for enrolling in Community Service courses.

In terms of the effectiveness of publicity, "word of mouth" from friends continues to be the most successful form. In conjunction with this, students also continue to respond in the affirmative when asked if they would recommend the courses taken to others.

APPENDIX A

COMMUNITY SERVICE COURSES

Aging in Perspective
Assertiveness for Effective Reading for Adults
Ballet Know How
Car Care for Women & Men
Cardiovascular Nursing I
Clinical Pharmacology in Nursing
Commercial Floristry I
Commercial Floristry II
Communicating in Spanish for Medical Personnel
Course II: Broker's License--Principles & Practices
Credit Union Leadership Program--Part A
Creative Cooking I
Creative Cooking II
Creative Cooking for the Diabetic
Diet & Food Demonstration for Cardiacs
Drawing for Beginners
Drawing for Beginners--Intermediate
Educational Puppetry
Elements of Supervision
Emotional & Psychological Aspects of Illness
Essentials of EKG for the Nurse
Financial & Estate Planning to Minimize Income & Estate Taxes
Folk Guitar--Basic
French for Travelers
General Household Pest Control
German for Travelers
Home Landscape: Design & Maintenance
Insurance Coverage & Rating
Interior Design--Basic
Interior Design--Advanced
Interpersonal Communications
Introduction to Beekeeping As An Occupation
Introduction to Gemology
Law for Laymen
Managing the Small Business for Profit: A Seminar
Painting With Oil & Acrylics
Parliamentary Procedures for Members of Public Boards & Organizations
Photography As A Hobby
Practical Aspects of Selling Real Estate
Preparation for Taking Civil Service Tests
Private Pilot Course: Ground Portion
Public Relations Methods & Techniques
Public Speaking Techniques
Refresher Course for RN's
Review for FCC 2nd Class Radio & Telephone License
Review Math for GRE
Spanglisch
Spanish for Travelers
Stocks, Bonds, & Mutual Funds
Teaching the Young Child
Techniques of Effective Reading for Adults
The Nature of The Feminine Experience
Urologic Patient Care
Writing for Fun & Profit

APPENDIX B

HILLSBOROUGH COMMUNITY COLLEGE
Survey of Characteristics of Community Services Students
Fall 1976

PURPOSE:

Since you are enrolled in a Community Services course at HCC, we are asking you to furnish information about yourself which will assist us in planning future offerings.
This instrument is a questionnaire, not a test. Please circle your response carefully on the answer sheet so that our data will be accurate. All responses are anonymous and the only report will be a composite of all responses.

1. Sex:
   1. Male
   2. Female

2. Age last birthday:
   1. 18 or under
   2. 19 to 29
   3. 30 to 39
   4. 40 to 49
   5. 50 to 60
   6. Over 60

3. Marital Status:
   1. Single
   2. Married
   3. Divorced
   4. Widowed

4. How many years have you been a resident of Hillsborough county?
   1. Under 1 year
   2. 2 to 5 years
   3. 6 to 8 years
   4. 9 to 12 years
   5. 13 to 15 years
   6. Over 15 years

5. If you are a resident of Hillsborough County designate the zip code of your home address:-_____

6. If you reside outside Hillsborough County designate which county.
   1. Manatee
   2. Pasco
   3. Pinellas
   4. Polk

7. What is the highest level of your formal education?
   1. Completed eighth grade or less
   2. Some high school but did not graduate
   3. Completed high school
   4. Completed 2 years of college
   5. Received bachelor's degree
   6. Completed professional graduate or post-graduate study

8. What is the best estimate of your annual household income?
   1. Below $3,000
   2. $3,000 to $7,499
   3. $7,500 to $11,999
   4. $12,000 to $19,999
   5. Above $20,000
   6. Can not estimate

9. How many Community Services courses (including this one) are you currently enrolled in this term?
   1. 1
   2. 2
   3. 3
   4. 4

10. Have you taken any Community Services cources prior to this term?
   1. No (Skip to Item 12)
   2. Yes (Go to Item 11)

11. If you answered Yes to Item 10 indicate how many Community Services courses you have taken prior to this term.
   1. 1 or 2
   2. 3 or 4
   3. 5 or more

12. Have you in the past, or are you presently enrolled in any credit courses at HCC?
    1. No (Go to Item 13)
    2. Yes (Skip to Item 14)

13. Do you plan to enroll in credit courses at HCC in the future?
    1. No
    2. Yes

14. How did you first learn of the HCC Community Services courses?
    1. Friend
    2. Relative
    3. Employee of the college
    4. Brochure
    5. Tampa Times
    6. Tampa Tribune
    7. Radio
    8. TV
    9. Other_____

15. For what reason did you take your first Community Services courses?
    1. A desire to learn more about a specific topic
    2. A need to improve a specific skill
    3. A desire to learn a new skill
    4. A friend wanted company going to class
    5. Seemed like a fun way to spend an evening
    6. Other_____

16. Describe your general feelings about this course.
    1. I was impressed and enjoyed it very much
    2. I enjoyed it
    3. It was O.K.
    4. It was somewhat disappointing
    5. It was very disappointing

17. Describe your general feelings toward the instructional techniques.
    1. They create a pleasant atmosphere and I feel I have learned a great deal.
    2. I find them stimulating, but don't feel I have learned a great deal
    3. They are O.K.
    4. They are not adequate for a "college" taught course.
    5. They are terrible.

18. Would you recommend this course to other?
    1. No
    2. Yes

19. In order to better utilize classroom space, in the coming term Community Services courses will be offered at various times in the evening. Please indicate which time is more convenient for you.
    1. 5:30 - 7:30 P.M.
    2. 7:30 - 9:30 P.M.
    3. 6:15 - 8:15 P.M.
    4. 8:15 - 10:15 P.M.

20. Please indicate which evenings are most convenient for you. (No classes are held on Friday evenings.)

21. Would Saturday classes be more convenient than weekday evening classes?
    1. No (Skip to Item 23)
    2. Yes (Go to Item 22)

22. If you answered Yes to Item 21 indicate the most convenient time.
    1. 9:00 - 12 Noon
    2. 1:00- 3:00P.M.
    3. Neither one

23. The name of the cour e you are now enrolled?
    _____
    _____
    _____

24. The name of your present Community Services instructor?
    _____

25. What improvements or additions regarding courses do you recommend?_____
    _____

HILLSBOROUGH COMMUNITY COLLEGE
Survey of Characteristics of
Community Services Students

ANSWER SHEET

Directions: The questionnaire consists of 24 items. Please indicate your choice of answers by placing a circle around the number (1,2,3,etc.) which corresponds to your choice for each item.

1. 1 2
2. 1 2 3 4 5 6
3. 1 2 3 4
4. 1 2 3 4 5 6
5. ----------
6. 1 2 3 4
7. 1 2 3 4 5 6
8. 1 2 3 4 5 6
9. 1 2
10. 1 2
11. 1 2 3
12. 1 2
13. 1 2
14. 1 2 3 4 5 6 7 8 9
15. 1 2 3 4 5 6
16. 1 2 3 4 5
17. 1 2 3 4 5
18. 1 2
19. 1 2 3 4
20. 1 2 3 4
21. 1 2
22. 1 2 3
23. _____
24. _____
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_____
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25. _____
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UNIVERSITY OF CALIF.
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